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ABSTRACT

The tenth-grade resource unit, developed by the University of Minnesota's Project Social Studies, is the fourth in a series of six units on continuity and change in American civilization. The attempt to apply the egalitarian ideology of the Democratic Age to the Negro and the ramifications of this attempt upon the political system are analyzed. The Civil War is examined as a case study of a political system in times of crisis. The course is designed to teach attitudes and inquiry skills as well as generalizations and concepts. The inquiry approach to teaching is stressed. Preceding the main body of the unit are three sections on the following: 1) major historical points to be developed in the unit; 2) a list of unit objectives; and 3) content outline showing how different topics in American history can be used to teach the unit's major generalizations. The objectives, content, teaching procedures, and instructional materials to be used are specifically explained in the main body of the unit, and the relationship among these is made clear. Specific questions to facilitate classroom discussion are listed. A bibliography of student and teacher materials to be used in the course is listed; however, many other materials can be used in lieu of those suggested. Related documents are SO 006 777-783. (Author/RM)

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Grade: Ten
Unit IV: The Civil War and Reconstruction

SP 006 781

RESOURCE UNIT

Public Domaine Edition

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1968

INTRODUCTION TO PUBLIC DOMAINE EDITION

This unit is a modification of a resource unit which appears in the appendix of Dorothy Fraser and Edith West, Social Studies in Secondary Schools (New York: Ronald Press, 1961). The resource unit in that book was written by Genevieve Zito Berkhofer, who was the staff member primarily responsible for preparing the Center's tenth grade course in collaboration with the staff's historian, Robert Berkhofer, Jr. Since the resource unit in the book by Fraser and West fit into the pattern of the new course, it seemed most logical to merely modify it to bring it up to date in terms of interpretations and materials and new objectives for the unit, and to put it into the unit format being used by the Center for all of its resource units. Consequently, the public domaine issue cannot show the complete unit. Rather, it shows additions to and modifications of the original unit in the book by Fraser and West. A few sentences in the original outline are included in quotations in order to help those who see this public domaine edition understand the way in which the unit is organized. Teaching procedures which are the same as those used in the original unit are identified by number. New procedures and modifications of old ones are presented in the column on teaching procedures. The statement of generalizations has been modified somewhat from the original unit, and new objectives in the form of generalizations, skills, and attitudes have been added. These objectives have required many of the modifications and additions which appear in the outline of content and the procedures.

If students have not come through the Center's sixth grade course in American History, it might be wise to add something on the African background of those brought to this country as slaves. The teacher might examine the beginning of the sixth grade unit on the Civil War and Reconstruction for types of materials and procedures which might be used.

THE CIVIL WAR AND RECONSTRUCTION

Robert F. Berkhofer, Jr.

The existence of slavery during the democratic age reminds one vividly that ideology more than social structure had changed. Yet reformers did attack this institution successfully in the next quarter of a century. In that sense, the usual unit on the Civil War and Reconstruction can only be considered conceptually as an extension of the preceding unit, but its splendid pedagogical possibilities demands a separate unit in terms of allotted teaching time.

According to both the line of thought developed in this curriculum and recent interpretations by historians, the causes of the Civil War are reform zeal and Manifest Destiny. The reformers did attack slavery in their attempts to perfect American society, but most Americans preferred to leave slavery in existence where it was. However, in the consideration of the type of society to be established in the newly opened territories to the west, many Americans disapproved of one based upon black bondage. So the larger attitude of a good portion of American society, of which the abolitionists were but a small part, combined with the American mission to bring the disruption of the Union and the fratricidal war. In actuality, Americans agreed about most things, including the inferiority of the Negro, but the relatively slight dis over slavery extension became the fo conflict between two apparent subcul An analysis of the many interpretati the causation of the War allows the ment of critical thinking skills in The prelude to the War also permits of the work on slavery and personali the sixth grade, but this unit is no cation of the earlier one, for this considerably broadened its approach with the whole shift in this grade.

Classically, the Civil War is taught itary terms, but from the point of a it is better used as a case study of tical system at a crucial time. (Be the War was taught from a military p view in the sixth grade.) Surely at time in American history since the a of the Constitution has federalism b to such a test. After many years o the party system broke down as an ap for compromise in our political syst 1840's and 1850's demonstrate the po of political leadership in resolving Finally, the whole problem of the su of the federal government over the s came the rallying cry of Lincoln at commencement. Even the Southern Con was faced with the problem of rela

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the inferiority of the Negro, but the relatively slight disagreement over slavery extension became the focus of conflict between two apparent subcultures. An analysis of the many interpretations of the causation of the War allows the development of critical thinking skills in many ways. The prelude to the War also permits a review of the work on slavery and personality from the sixth grade, but this unit is not a duplication of the earlier one, for this one has considerably broadened its approach in line with the whole shift in this grade.

Classically, the Civil War is taught in military terms, but from the point of analysis, it is better used as a case study of the political system at a crucial time. (Besides, the War was taught from a military point of view in the sixth grade.) Surely at no other time in American history since the adoption of the Constitution has federalism been put to such a test. After many years of success, the party system broke down as an apparatus for compromise in our political system. The 1840's and 1850's demonstrate the possibilities of political leadership in resolving crises. Finally, the whole problem of the supremacy of the federal government over the states became the rallying cry of Lincoln at the War's commencement. Even the Southern Confederacy was faced with the problem of relating state

and central government while fighting a war for its very preservation. In addition, the expansion of the executive power during the War to the point of dangerous infringement upon the rights of individuals gives the teacher a chance to review the concept of rights under the Constitution as well as to study the role of the executive and the government during wartime conditions.

Most present day Americans think of the Reconstruction period as a three act drama which in actuality incorporates a racist view of Negro inferiority. In this little drama, good Lincoln had a good plan for restoring the South, which allowed the rebels to return to the Union easily and to take care of the Negro problem in their own way. Good Lincoln was killed; bad Johnson succeeded him. Soon bad Johnson became good Johnson by adopting a reconstruction plan similar to good Lincoln's. But Black (note color and moral tone) Republicans thwarted good Johnson's plan by a conspiracy that forced Black (note moral tone again) Reconstruction upon the South with bayonet. During Black Reconstruction, bad carpetbaggers from the evil North and their no-good Southern allies, the scalawags, let Negroes vote. The results were circus-like legislatures (What do you expect, according to this view, letting Negroes act like white legislators except funny antics, etc.?) that spent millions of dollars in corruption. This ridiculous (and bad) situation only passed away when good Southern whites again took things into their hands (often guns under white sheets). These he called Redeemers (again note term), South lived happily ever after (or until 1954). The unfortunate aspec ing this little drama is not its fa of history so much as its anti-Negr As long as this version is the one minds, the South won the Civil War moral point of view.

A truer-to-history version of Recon would have to include several facts and Johnson's plans were opposed no a few Radicals (note term even here many other Congressmen and the Amer who elected them. How else can one their continued dominance? Further of the expenditures by Southern leg ended in corruption. By far the gr part went for railroad bonds (urged ern whites who frequently defaulted the fifty to seventy-five per cent banking houses retained for floatin bonds; and legitimate social expend poorly or never supported before th War. For example, it was the suppo Reconstruction legislature of South that founded the first free public system for whites as well as blacks state's history. If there was cor remember boodle was far better in vastated North as the Tweed and Ga demonstrated at this time. Statis dence also shows that Negroes play part in Reconstruction governments

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took things into their hands (often holding guns under white sheets). These heroes are called Redeemers (again note term), and the South lived happily ever after (or at least until 1954). The unfortunate aspect of teaching this little drama is not its false version of history so much as its anti-Negro prejudice. As long as this version is the one in American minds, the South won the Civil War from the moral point of view.

A truer-to-history version of Reconstruction would have to include several facts. Lincoln's and Johnson's plans were opposed not only by a few Radicals (note term even here) but by many other Congressmen and the American voters who elected them. How else can one explain their continued dominance? Furthermore, little of the expenditures by Southern legislatures ended in corruption. By far the greatest part went for railroad bonds (urged by Southern whites who frequently defaulted upon them); the fifty to seventy-five per cent Northern banking houses retained for floating Southern bonds; and legitimate social expenditures poorly or never supported before the Civil War. For example, it was the supposedly bad Reconstruction legislature of South Carolina that founded the first free public education system for whites as well as blacks in that state's history. If there was corruption, remember boodle was far better, in the undevastated North as the Tweed and Gashouse Rings demonstrated at this time. Statistical evidence also shows that Negroes played little part in Reconstruction governments when meas-

ured by the number of public offices they held. Lastly, Southern Redeemers were equally corrupt despite their Confederate hero front, and the retrenchment of state expenditures meant the decline or loss of many social expenditures such as public education and welfare for the needy--to the harm of poor white and black alike.

The North had not entered the War to free the slave, and yet emancipation was assumed to solve the Negroes' problems, under the individualistic assumptions of that day. In fact, freedom helped the Negro little economically or politically. As was pointed out in the sixth grade, the Negro was doomed to failure in meeting white middle class norms, and this failure caused the North to acquiesce in the Southern solution to the Negro problem. The Southern solution and Northern acquiescence produced the background of current civil rights struggle.

While their plantations had been devastated, the owners still possessed the land. Soon the Negro was in economic bondage as a sharecropper to the former masters. In turn, the poor plantation owner was in debt to the country merchants, who assumed a new importance in Southern society as a result. Cotton was fastened upon the South because of the demands for a cash crop by the economic system. After a futile attempt by whites and blacks to better their economic position through populism, disenfranchisement of the Negro and Jim Crow laws came late in the nineteenth century.

OBJECTIVES

This unit should make progress in helping students learn the following:

GENERALIZATIONS

1. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

   a. A person's frame of reference affects his perceptions and interpretations.

2. Some groups within a society may not share many of the values and norms of the wider society and may have developed a number of values and norms of their own.

   a. Some sub-cultures may actually reject some of the values and norms of the wider society and try to overturn them; such a subculture might be termed a contra-culture.

3. In political conflict there is a struggle over scarce values or goals, economic or non-economic; both sides attempt to use the authority of the political system to achieve their goals.

4. Political compromise consists of bringing various conflicting political interests or positions into a commonly acceptable intermediate position

   a. Compromise is more easily ach
   those political systems in wh
   is agreement on the fundamenta
   economic, and political insti

   b. Compromise is easier where th
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   c. Compromise is more likely to
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   of power.

5. Perceived deprivation and the be
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   a. Severe treatment of defeated
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6. There are no easy solutions to s
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7. Human beings are members of the
species; they are far more alike
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compromise consists of bringing conflicting political inpositions into a commonly acceptable intermediate position.

a. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental social economic, and political institutions.

b. Compromise is easier where there is not an ideological perception of the issues, that is where the issues are not moralized and not seem as related to other issues.

c. Compromise is more likely to occur where there is a relative equality of power.

5. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.

   a. Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.

6. There are no easy solutions to social problems.

7. Human beings are members of the same species; they are far more alike physically than they are different.

a. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and deemphasize the similarities among humans.

8. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.

9. Groups may engage in power conflict; one group may try to dominate another in order to take something from it, such as labor or wealth.

10. People try to work out rationalizations for their behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.

11. Most human behavior is learned behavior.

a. Social sanctions, both formal and informal, are used in the process of socialization and later to maintain social control.

b. Through the process of socialization, each individual acquires a self.

c. Some members of minority groups have learned (been socialized) to accept the majority group's perceptions of their own mino group.

d. The process of socialization process; the individual new values and patterns of be and sharp changes in his life sult in resocialization.

e. Discrimination against a mino group tends to isolate member group and promotes retention cultural values and norms.

f. Freedom is culturally determi the individual has to be taug the options are, how one goes exercising them, why he shoul them, and a desire to exercis

12. Frustration or self-doubts may l apathy.

13. An individual brought up in one and then thrust into another fac problems of adjustment to the ne the resulting culture conflict i mental conflict, and tension.

14. Whenever things valued by a soci scarce, there will be differenti access to and control of these v scarce things by sub-groups with society.

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perceptions of their own minority group.

d. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior, and sharp changes in his life may result in resocialization.

e. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.

f. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, and a desire to exercise them.

12. Frustration or self-doubts may lead to apathy.

13. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict, and tension.

14. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

a. Societies differ in the relative

number of ascribed and achieved statuses they provide and the relative emphasis upon each.

b. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change.

c. The more industrialized and urbanized the society, the greater the mobility between classes.

15. A belief in democracy includes respect for the individual, freedom, equality, justice, rule by law, and constitutionalism.

16. Freedom's relationship to democracy is a close and obvious one; the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

17. Democracy is a complicated consent and consensus system in which consent may move from government to citizen as well as from citizen to government.

18. Political organizations act in the political system to organize and mobilize political power of individuals and aggregates behind candidates for office and policy alternatives.

a. The number of political p system will depend on the of the cohesions and conf society as well as on the structure and on the elec

b. The electoral and ideolog of a political party are in competition with each to build majority support in a plural society has t promises as to the confli interests, and ideologies society.

c. Political parties attempt differences among section country.

d. Groups have latent (hidde pressed) functions as wel (expressed) functions.

19. Individuals know the politic system as a set of images an created for them by communic react to these images rather real world and real people.

20. Federalism pays greater homa unitary systems to local dif autonomy, but it also pays t price in inconsistency, dive competition.

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a. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society as well as on the government structure and on the electoral system.

b. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority support, the party in a plural society has to make compromises as to the conflicting attitudes, interests, and ideologies in the society.

c. Political parties attempt to compromise differences among sections of the country.

d. Groups have latent (hidden or unexpressed) functions as well as manifest (expressed) functions.

19. Individuals know the political and social system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

20. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

21. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

22. The institutions of government constitute the arenas or the structure within which the authoriative decisions of the political process are made; they thus influence those decisions.

23. The representative faces conflicting demands to represent the district which elected him, the party on whose ticket he ran, the entire political system to which he takes his oath of office, and his own attitudes.

24. Executive decisions are limited by many factors including permissibility.

25. Constitutions change by formal amendment and by changes in custom and tradition (including judicial interpretation).

26. The leadership of any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.

    a. Periods of crisis sharply test political leadership and a constitutional form of government.

27. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

    a. The significance of locati
    upon cultural developments
    in and outside of a countr

    b. Improved transportation fa
    made possible wider and bi
    for goods as well as great
    costly access to resources

28. Some things can be produced b
one place than in another bec
climate, resources, transpor
access to resources, access t
people's skills, etc.

29. Regardless of the kind of eco
societies usually go through
same stages of economic growt
though some stages may not be
separated from each other.

    a. The transitional stage pr
    industrialization sees the
    factors which upset tradit
    and practices, give rise t
    able attitudes toward techn
    change and businessmen, cr
    markets, lead to more accu
    savings, lead to increased
    in agriculture and mining,
    improved transportation sy
    give rise to the establish
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s physical environment in
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nd level of technology.

a. The significance of location depends upon cultural developments both within and outside of a country.

b. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

28. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

29. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though some stages may not be clearly separated from each other.

a. The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions. Most, though not all of these factors, are needed to bring about rapid industrialization.

b. During the period of rapid industrialization (or what has been called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.

30. At any specific time, the total economic output is affected in part by the quantity and quality of capital goods and by the levels of technology.

31. Differences in population, resources, and industrial capacity are reflected in differences in national (or regional) power.

32. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems at home.

33. War seems to be the result of multiple, interrelated causes.

34. War has serious physical and psychological affects upon people in wartorn areas.

35. Although culture is always changing, certain parts or elements may persist over long periods of time.

a. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, are technological, i ganization, in ideol else is a part of th

b. The more a social ch or appears to threat values of the societ resistance to change

c. Even when a major re society takes place, ture is completely m

SKILLS

1. Attacks problems in a r

a. Sets up hypotheses.

b. Identifies sub-quest guide investigations

2. Locates information eff

a. Uses historical atla

b. Uses Historical Stat

3. Gathers information eff

a. Adjusts rate of read being read and to pu

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b. Takes effective note

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have effects on other aspects;
changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

b. The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to change.

c. Even when a major reorganization of society takes place, not all of a culture is completely modified.

SKILLS

1. Attacks problems in a rational manner.

   a. Sets up hypotheses.

   b. Identifies sub-questions to use to guide investigations.

2. Locates information efficiently.

   a. Uses historical atlases.

   b. Uses Historical Statistics of the U.S.

3. Gathers information effectively.

   a. Adjusts rate of reading to the material being read and to purpose in reading.

      1) Reads rapidly for main ideas.

   b. Takes effective notes on readi·g.

c. Interprets cartoons.

d. Interprets tables and graphs.

1) Draws inferences from graphs.

c. Prepares graphs to organize and clarify data.

4. Uses effective geographic skills.

a. Draws inferences from a comparison of different map patterns of the same area.

5. Evaluates information and sources of information.

a. Checks on the bias and competency of sources of information.

b. Looks for points of agreement and disagreement among sources of information.

c. Checks on the completeness of data.

6. Organizes and analyzes information and draws conclusions.

a. Distinguishes between observer's construct and participants' views.

1) When studying historical data, attempts to determine both the actors' interpretations of a situation and their b
also the anticipated
cipated consequences
tions and the "real"
the actors.

b. Tries to assess how many
any society share how ma
values how similarly.

c. Tests hypotheses against

d. Generalizes from data.

7. Presents information to oth
effective manner.

a. Presents effective oral

b. Presents effective sympo
discussions, and debates

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DAT
TO READ FURTHER IN SOCIAL S
HISTORICAL MATERIALS.

2. IS COMMITTED TO THE FREE EX
SOCIAL ATTITUDES AND DATA,
ACTIVELY FOR DIFFERENT POIN
AND INTERPRETATIONS.

3. VALUES OBJECTIVITY AND DESI
HIS VALUES FROM AFFECTING H
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situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

b. Tries to assess how many members of any society share how many norms and values how similarly.

c. Tests hypotheses against data.

d. Generalizes from data.

7. Presents information to others in an effective manner.

a. Presents effective oral reports.

b. Presents effective symposia, panel discussions, and debates.

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DATA AND DESIRES TO READ FURTHER IN SOCIAL SCIENCE AND HISTORICAL MATERIALS.

2. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

3. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VAL' :S IN

THE PROCESS OF MAKING DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

4. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

5. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

6. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

7. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.

8. VALUES HUMAN DIGNITY.

9. EVALUATES PROPOSALS AND EVENTS IN TERMS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

10. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

11. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

OBJECTIVES

A. IS CURIOUS ABOUT SOCIAL DATA AND DESIRES TO READ FURTHER IN SOCIAL SCIENCE AND HISTORICAL MATERIALS.

OUTLINE OF CONTENT

I. "The Civil War and its aftermath resulted in re
percussions which are still felt today."

Note: There follow three parts dealing with re-
percussions on civil rights problems, political
parties, and economic problems.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

S. Checks on the bias and competency of sources of information.

S. Checks on the completeness of data.

S. Looks for points of agreement and disagreement among sources of information.

G. A person's frame of reference affects his perceptions and interpretations.

G. It is impossible to understand the

TEACHING PROCEDURES	MATERIALS
Initiatory Activities	
1-4. Same as 1-4 in resource unit in Fraser and West, Soc. Studies in Secondary Schools, p. 437.	
5. Same as 5 in resource unit in Fraser and West, pp. 437-438.	Rozwenc, ed., Slavery As A Cause of the Civil War. Leopold and Link, eds., Problems in Am. Hist., Problem 9

meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

S. Checks on the bias and competency of sources of information.

A. IS CURIOUS ABOUT SOCIAL DATA AND DESIRES TO READ FURTHER IN SOCIAL SCIENCE AND HISTORICAL MATERIALS.

S. Adjusts rate of reading to the material being read and to purpose in reading.

S. Identifies sub-questions to use to guide investigations.

S. Takes effective notes on reading.

S. Adjusts rate of reading to the material being read and to purpose in reading.

S. Reads rapidly for main ideas.

S. Looks for points of agreement and disagreement among sources of information.

6.	Same as 6 in resource unit in Fraser and West, p. 438.	
7.	Same as 7 in resource unit in Fraser and West, p. 438, with addition of following: Discuss the reading rate which is appropriate for novels.	See bibliography.
8.	Same as 8 in resource unit in Fraser and West, p. 438.	See bibliography.
9.	Same as 9 in resource unit in Fraser and West, p. 483 except no list of particular texts. However, suggests the Bedford reference for comparison with texts.	Textbooks of varied reading levels. Bedford, The Union Divided: Politics and Slavery, 1850-1861.

S. Presents effective oral reports.

S. Presents effective symposia, panel discussions, and debates.

S. Uses historical atlases.

S. Uses Historical Statistics of the U.S.

II. "There was no single cause of the ... resulted from..." the total combi... economic, and social stresses. ... must be examined in terms of ... pants' perceptions of them as wel... day analysts' conceptions of the ... forces which made for the partici... ceptions.

G. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though some stages may not be clearly separated from each other.

G. The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other

A. "The United States had not ach... unity by 1860...." As the tra... network increasingly promoted ... market, it fostered regional ... according to the principle of ... advantage.

1. Significant changes had ta... Northeast section.

a. Industrialism was a dyna... it made for economic gr... ification; it fostered ... and population growth.

ive oral reports.

ive symposia, panel
d debates.

atlases.

Statistics of the

II. "There was no single cause of the Civil War; it resulted from..." the total combination of political. economic, and social stresses. These stresses must be examined in terms of the participants' perceptions of them as well as the modern day analysts' conceptions of the underlying forces which made for the participants' perceptions.

he kind of economic
es usually go through
e stages of economic
ough some stages may
separated from each

A. "The United States had not achieved national unity by 1860...." As the transportation network increasingly promoted a national market, it fostered regional specialization, according to the principle of comparative advantage.

1. Significant changes had taken place in the Northeast section.

a. Industrialism was a dynamic factor: it made for economic growth and diversification; it fostered social mobility and population growth.

l stage prior to rapid
on sees the growth of
pset traditional be-
ices, give rise to
attitudes toward
change and businessmen,
markets, lead to more
f savings, lead to in-
tivity in agriculture
ad to improved trans-
ems, and give rise to
ent of banks and other

Developmental Activities

10. First part of activity is same as #10 in Fraser and West, p. 438, except that it adds suggested discussion of ways of presenting effective symposia.

    A second part reads as follows: Review appropriate reference books to use for locating information about some of the projects. For example, Ask: Where can you find statistics about production of different crops in different years or about population data from different years? Where can you find maps showing voting changes from one election to another, etc? Make sure that pupils understand the possible uses of historical atlases and Historical Statistics for different kinds of topics.

11. Review Rostow's theory of economic development in the U.S., particularly discussing the significance of the years 1845-1860 in his theory. Have the students discuss the relationship between his theory and the actual economic events of the era which they found in the reading (activity #9).

financial institutions. Most, though not all of these factors, are needed to bring about rapid industrialization.

G. During the period of rapid industrialization (or what has been called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.

S. Looks for points of agreement and disagreement among sources of information.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

S. Draws inferences from a comparison of different map patterns of the same area.

S. Uses historical atlases.

S. Uses Historical Statistics of the United States.

S. Generalizes from data.

12. Have all or some of the students read Parker's pamphlet to see if he agrees with Rostow. Discuss the principle of comparative advantage as explained in the Parker pamphlet in relation to regional specialization.	Parker, Commerce, Cotton, and Westward Expansion, 1820-1860.
13. Same as activity 13 in Fraser and West, p. 439.	Lord and Lord, Historical Atlas of the U.S.
14. Same as 14 in Fraser and West, p. 439.	Lord and Lord, Historical Atlas of the U.S.; Historica Statistics.
15. Same as 15 in Fraser and West, p. 439, with the following	Tryon, ed., A Mirror for

S. Distinguishes between observor's construct and participants' views.

G. Differences in population, resources, and industrial capacity are reflected in differences in national (or regional) power.

S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

S. Checks on the bias and competency of sources of information.

S. Looks for points of agreement and disagreement among sources of information.

S. Checks on the completeness of data.

S. Distinguishes between primary and secondary accounts.

b. The reform impulse of the 1830's a
1840's created a new democratic ic
even when its goals failed.

2. The Southern economy, which expanded
namically in space and in economic ou
seemed to "freeze" the Southern ideolo

a. Ideology in the South seemed "to
rather than change under the impac
the reform impulse of the 1830's a
especially as the impulse concentr
into the anti-slavery cause.

b. The economy and society were "dom
by the plantation system."

1) "The South was chiefly an expo
area for staples and an import
area for manufactured goods."

2) Although the majority of South
were not large planters, the p
aristocracy controlled the soc
and political as well as the e
life of the South.

tween observor's
rticipants' views.

opulation, resources,
apacity are reflected
n national (or re-

storical data, attempts
n the actors' inter-
situation and their
o the anticipated
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'real" situation of the

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formation.

of agreement and
ng sources of in-

mpleteness of data.

tween primary and
ts.

b. The reform impulse of the 1830's and 1840's created a new democratic ideology, even when its goals failed.

2. The Southern economy, which expanded dynamically in space and in economic output, seemed to "freeze" the Southern ideology.

a. Ideology in the South seemed "to freeze" rather than change under the impact of the reform impulse of the 1830's and 1840's, especially as the impulse concentrated into the anti-slavery cause.

b. The economy and society were "dominated by the plantation system."

1) "The South was chiefly an exporting area for staples and an importing area for manufactured goods."

2) Although the majority of Southerners were not large planters, the planter aristocracy controlled the social and political as well as the economic life of the South.

addition: Ditto these letters for use in a class discussion. Ask: Would we view Northern life in the same way that a pre-civil war Southern planter did? Why or why not? What should the present-day historian try to do when studying a past period such as this? (Relate to need to look both for participants' perceptions and real situation.)

Americans, vol. I.

16. Review the reform movements of 1830-1860 from the last unit. "Emphasize the climate of opinion and the impact of the reform movements on Northern, Southern and Western society." Ask: What unanticipated results were there from some of the anti-slavery efforts?

17. Same as 17 in Fraser and West, p. 439, with the following addition: Ask: How can we check on the accuracy of these novels? What sources might we use?

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS

S. Checks on the bias and competency of sources of information.

S. Looks for points of agreement and disagreement among sources of information.

S. Checks on the completeness of data.

S. Distinguishes between primary and secondary accounts.

G. Groups may engage in power conflict; one group may try to dominate another in order to take something from it, such as labor or wealth.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative number of ascribed and the relative emphasis is upon each.

c. "Four million slaves (1860) provi labor to run the small and large tations."

1) The master-slave work and soci lationship was well-defined in and in law. (Review from sixth

2) In such a well-defined master- relationship, the Negro slave fested certain behavioral patte which the Southern white assume be natural to the race.

INFORMATION AND SOURCES
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ND GENERALIZATIONS

the bias and competency
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points of agreement and
nt among sources of in-

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hey provide and the
umber of ascribed and
ve emphasis is upon each.

c. "Four million slaves (1860) provided the labor to run the small and large plantations."

1) The master-slave work and social relationship was well-defined in custom and in law. (Review from sixth grade.)

2) In such a well-defined master-slave relationship, the Negro slave manifested certain behavioral patterns which the Southern white assumed to be natural to the race.

18. Same as 18 in Fraser and West, p. 439.

"Selected Readings on the Civil War and Reconstruction.

Jones, ed., Plantation South.

Olmsted, Slave States Before the Civil War.

Tryon, ed., A Mirror for Americans, vol. 2.

Wish, ed., Slavery in the South.

Katz, Eyewitness.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

A. VALUES HUMAN DIGNITY.

A. EVALUATES PROPOSALS AND EVENTS IN TERMS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

G. Human beings are members of the same species; they are far more alike physically than they are different.

G. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and deemphasize the similarities among humans.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

G. Frustration or self-doubts may lead to apathy.

G. Social sanctions, both formal and

19. If pupil have come through the Center's seventh grade course, review the basic similarities among races at this time and the misconceptions which many people hold about race. Ask: If races are basically so similar, how can you account for the slaveowner's perceptions of them and for some of their behavior? (This question should be largely review of what pupils learned in the earlier sixth and seventh grade courses.)

    If pupils have not come through the Center's seventh grade course or have not studied the topic in biology or other science courses, you may wish to take time at this point to teach pupils something about the scientific appro to race. Then raise the same question suggested at the end of the first paragraph in this act

20. If pupils have studied slavery earlier (in the Center's sixth or seventh grade course or in an equivalent course), review what they remember about factors affecting the development of the slaves' behavior and personality. Then present the informal lecture suggested below. If pupils have not come through such a course, develop this lecture in more detail.

    Give a brief, informal lecture on Elkins' theory concerning American slavery and its effects on the development of the slave personality. Explain carefully why he

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f, informal lecture on Elkins' theory concerning American
its effects on the development of the slave personality.
efully why he

Elkins, Slavery.
For pictures, see
Hughes and

informal, are used in the process of socialization and later to maintain social control.

G. Through the process of socialization, each individual acquires a self.

G. Some members of minority groups have learned (been socialized) to accept the majority group's perceptions of their own minority group.

G. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior, and sharp change in his life may result in resocialization.

G. Most human behavior is learned behavior.

S. Tests hypotheses against data.

S. Checks on the bias and competency of sources of information.

S. Generalizes from data.

S. Draws inferences from a comparison of different map patterns of the same area.

uses the Nazi concentration camp as an analogy and discuss the capture, forced march to the sea, middle passage, etc. to make certain students understand what he means by the shock impact of slave treatment. Perhaps show pictures to illustrate the treatment of slaves. Also discuss the traits demanded by the whites in the master-slave relationship.

Meltzer, A Pictori
of the Negro in Am

21. Have the students re-read the accounts in activity 18 to see if Elkins' theory explains the slave behavior and the master-slave attitudes found in the materials.

22. Have a good student read sections of Weisberger's Abolitionism. He should tell the class about the biases and context of the material. He should also compare abolitionism with the current civil rights movements as to gradualism, direct action, moral cause, etc.

Weisberger, ed., A
Disrupter of the D
System or Agent of

23. Same as 22 in Fraser and West, p. 439, with the following addition:

Lord and Lord, Hi
Atlas of the U.S.

concentration camp as an analogy and dis-
ure, forced march to the sea, middle pas-
make certain students understand what he
shock impact of slave treatment. Perhaps
to illustrate the treatment of slaves.
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relationship.

Meltzer, A Pictorial History of the Negro in America.

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he material. He should also compare aboli-
the current civil rights movements as to
direct action, moral cause, etc.

Weisberger, ed., Abolitionism: Disrupter of the Democratic System or Agent of Progress?

n Fraser and West, p. 439, with the fol-
ion:

Lord and Lord, Historical Atlas of the U.S.

S. Prepares graphs to organize and classify data.

S. Draws inferences from graphs.

S. Generalizes from data.

S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

S. Prepares graphs to organize and classify data.

3. "Frontier settlement was a dominant concern in this era."

Have the class examine this overlay and draw inferences from a comparison of the different map patterns.

24. Same as 23 in Fraser and West, p. 440. Historical Statistics.

25. Same as 24 in Fraser and West, p. 440, with the following addition:

Read aloud or ditto off and have pupils read several contrasting papers. Then discuss them in class.

Or have several pupils role-play a discussion between several southern senators and several northern senators, in which one southern senator makes this declaration, and they all argue about whether or not it is true.

Be sure to discuss, whether you use the essays or the role-playing, the following question: In 20th century America, how would we evaluate this statement? What did the Southerners overlook when they came to this conclusion? Why is it important to find out their perceptions as well as the real situation as we can see it from hindsight? (Try to develop this discussion so as to help students understand the importance of identifying both the participants' perceptions and the "real" situation from a study of many kinds of data when trying to understand an historical period.)

26. Same as 25 in Fraser and West, p. 440, with the following addition: Historical Statistics.

S. Draws inferences from graphs.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

G. The significance of location depends upon cultural developments both within and outside of a country.

G. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

S. Generalizes from data.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Checks on the bias and competency of sources of information.

G. Some groups within a society may not share many of the values and norms of the wider society and may have developed a number of values and norms of their own.

a. Note: The outline includes a s
the extension of the plantation
small farmers, the effects of i
transportation upon settlement
areas, and the growing clash be
large planters (who wanted slav
new areas) and the small farmer
not want it there).

b. Reconstitution of the tradition
social and political structure
afforded settlers a greater opp
to fill higher social and polit
positions than they had held in
sections of the nation.

c. The new democratic ideology of
and 1840's was evident in the n
frontier area, but the southwes
tier seemed to experience the S
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cultural values, per-
d level of technology.

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f information.

within a society may
ny of the values and
wider society and may
ed a number of values
their own.

a. Note: The outline includes a section on the extension of the plantation system and small farmers, the effects of improved transportation upon settlement of the new areas, and the growing clash between large planters (who wanted slavery in the new areas) and the small farmers (who did not want it there).

b. Reconstitution of the traditional American social and political structure in the West afforded settlers a greater opportunity to fill higher social and political positions than they had held in the older sections of the nation.

c. The new democratic ideology of the 1830's and 1840's was evident in the northwestern frontier area, but the southwestern frontier seemed to experience the Southern ideological "freeze."

Be sure to analyze the role of transportation in spurring settlement of the West and making possible national markets for agriculture products produced in the newly-settled areas.

27. Same as 26 in Fraser and West, p. 440. Tryon ed., A Mirror for Americans, vol. 3.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Draws inferences from a comparison of different map patterns of the same area.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. In political conflict there is a struggle over scarce values or goals, economic or non-economic; both sides attempt to use the authority of the political system to achieve their goals.

G. Political compromise consists of bringing various conflicting political interests or positions into a commonly acceptable intermediate position.

G. Political parties attempt to compromise differences among sections of the country.

B. "The struggle between the North and the for control of the /West and/ the centr government developed from 1820-1860."

1. Note: This section deals with the ba which was maintained until 1850 thro Missouri Compromise and the Compromi 1850, and the role of political part these compromises.

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B. "The struggle between the North and the South for control of the /West and/ the central government developed from 1820-1860."

1. Note: This section deals with the balance which was maintained until 1850 through the Missouri Compromise and the Compromise of 1850, and the role of political parties in these compromises.

28.	Same as 27 in Fraser and West, p. 440.	Lord and Lord, Historic Atlas of the U.S.
29.	Have a group of students role-play a discussion between Northern and Southern senators over the admission of Missouri in 1820. Afterwards, discuss: How had the conflict between Southern planters as against yeomen and abolitionists become a <u>political</u> conflict? Why were the sides able to compromise?	Use textbooks.
30.	Draw upon pupils' reading to analyze very briefly the way in which the acquisition of Oregon and its admission as a state offset the admission of Texas as a state as both sides to the political conflict attempted to hold their own in the balance of political power.	
31.	Same as 29 in Fraser and West, p. 440, with the addition of the following: Afterwards discuss: How did the electoral goals of the	Kennedy, Profiles in Co Dict. of Am. Biography.

er and West, p. 440.	Lord and Lord, Historical Atlas of the U.S.
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ser and West, p. 440, with the addition	Kennedy, Profiles in Courage.
s: How did the electoral goals of the	Dict. of Am. Biography.

G. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority support, the party in a plural society has to make compromises as to the conflicting attitudes, interests, and ideologies in the society.

G. Groups have latent (hidden or unexpressed) functions as well as manifest (expressed) functions.

G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

G. In political conflict there is a struggle over scarce values or goals, economic or non-economic; both sides attempt to use the authority of the political system to achieve their goals.

S. Generalizes from data.

S. Tries to assess how many members of any society share how many norms and values how similarly.

2. Note: This section deals with the way in which growing controversies brought an en to compromise and finally secession of th South.

political parties help bring about the compromise? Is the goal of compromise among sectional interests one of the expressed goals of political parties? (Clarify the idea of latent and manifest functions.)

32. Have students review the federal-state relationship prior to 1850. Discuss the challenges to federal authority, the divergent interpretations of the Constitution, and the implications of this conflict. Have students build a chart tracing challenges to the supreme law of the land. Include in the chart a column on the cause of discontent, one on the section of the country most involved, and one on the action taken by the federal government. Have students continue this chart during the unit.

33. Same as in 30 in Fraser and West, p. 440.

34. Same as in 31 in Fraser and West, p. 440.

Textbooks, including colleg texts.

Sterling, Freedom Train.

Gill, Tide Without Turning.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

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A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. The representative faces conflicting demands to represent the district which elected him, the party on whose ticket he ran, the entire political system to which he takes his oath of office, and his own attitudes.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

G. Political organizations act in the political system to organize and mobilize political power of individuals and aggregates behind candidates for office and policy alternatives.

Swift, Railroad to Freedom.

Katz, Eyewitness.

Buckmaster, Let My People G.

. Same as in 32 in Fraser and West, p. 440.

. Same as in 33 in Fraser and West, p. 440.

Textbooks.

Dictionary of Am. Biography.

Kelly, Lincoln and Douglas, The Years of Decision.

. Same as in 34 in Fraser and West, pp. 440-441.

Nichols, Bleeding Kansas.

. Part of 35 in Fraser and West, p. 441 as it relates to the founding of the Republican Party, with the following addition:

He should include a discussion of the non-slavery aspects

G. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority support, the party in a plural society has to make compromises as to the conflicting attitudes, interests, and ideologies in the society.

G. Individuals know the political and social system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

S. Distinguishes between observer's construct and participant's views.

G. Constitutions change by formal amendment and by changes in custom and tradition (including judicial interpretation).

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their

of the party's program and explain their inclusion.

39.	Part of 35 in Fraser and West, p. 441, as it relates to abolitionist propaganda.	Thomas, ed., Slaver The Abolitionist Cr
40.	Same as 36 in Fraser and West, p. 441.	Stowe, Uncle Tom's
41.	Section of 35 in Fraser and West, p. 441 (as it relates to a report on the Dred Scott decision).	College textbooks o history.
42.	Same as 37 in Fraser and West, p. 441.	
43.	Same as 38 in Fraser and West, p. 441.	
44.	Same as 39 in Fraser and West, p. 441.	Ehrlick, God's Angr

y's program and explain their inclusion.

in Fraser and West, p. 441, as it relates onist propaganda.	Thomas, ed., Slavery Attacked, The Abolitionist Crusade.
in Fraser and West, p. 441.	Stowe, Uncle Tom's Cabin.
35 in Fraser and West, p. 441 (as it relates t on the Dred Scott decision).	College textbooks on U.S. history.
in Fraser and West, p. 441.	
in Fraser and West, p. 441.	
in Fraser and West, p. 441.	Ehrlick, God's Angry Man.

behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

G. Frustration may lead to aggression.

G. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.

G. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society as well as on the government structure and on the electoral system.

S. Interprets tables and graphs.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Compromise is easier where there is not an ideological perception

45. Have several pupils investigate and report on some of the slave revolts prior to the Civil War. They should find out what precipiated the revolts, who the leaders were, what slave groups supported these leaders, what they hoped to accomplish by the revolts, and what the consequences were, including the unanticipated consequences in terms of the effects upon the white community both in the South and in the North.

Katz, Eyewitn
in American H
103-105, 120-

Morris, ed.,
ch. 2.

46. Same as first part of 43 in Fraser and West, p. 441, as it relates to election of 1860.

Williams, A R
President.

Lorant, The P

47. Same as 44 in Fraser and West, p. 441.

48. Part of 43 in Fraser and West, p. 441, as it relates to South Carolina's Ordinance of Secession.

"Selected Rea
Civil War and

everal pupils investigate and report on some of ave revolts prior to the Civil War. They should ut what precipiated the revolts, who the leaders what slave groups supported these leaders, what oped to accomplish by the revolts, and what the uences were, including the unanticipated con- ces in terms of the effects upon the white com- both in the South and in the North.	Katz, Eyewitness: The Negro in American History, pp. 36. 103-105, 120-122. Morris, ed., The South Today, ch. 2.
s first part of 43 in Fraser and West, p. 441, relates to election of 1860.	Williams, A Rail Splitter for President. Lorant, The Presidency.
s 44 in Fraser and West, p. 441.	
f 43 in Fraser and West, p. 441, as it relates th Carolina's Ordinance of Secession.	"Selected Readings on the Civil War and Reconstruction."

of the issues, that is, where the issues are not moralized and not seen as related to other issues.

G. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental social, economic, and political institutions.

S. Draws inferences from a comparison of different map patterns of the same area.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

G. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental social, economic, and political institutions.

G. Some groups within a society may not share many of the values and norms of the wider society and may have developed a number of values and norms of their own.

49.	Same as 45 in Fraser and West, pp. 441-442.	Use various texts, includin college texts.
50.	Same as 46 in Fraser and West, p. 442.	Lord and Lord, Historical Atlas of the U.S.
51.	Same as 47 in Fraser and West, p. 442.	Nevins, ed., Times of Trial ch. 6.

52. Say: Some people say that the South was a sub-culture in American society, just as the Negroes were a sub-culture in Southern society. Would you agree or disagree? To what extent do you think they shared norms and values with the people of the North? To what ex-

G. Some sub-cultures may actually reject some of the values and norms of the wider society and try to overturn them; such a sub-culture might be termed a contra-culture.

S. Tests hypotheses against data.

G. War seems to be the result of multiple, interrelated causes.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

S. When studying historical data, attempts to determine both the actor's interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

C. Historians have often perceive
factors of the Civil War in t
of their own age.

1 - 5. Note: There follow fou
interpretations focussi
economic rivalry, a psy
pretation, a state's r
stitutional issue, and
tiple-causation interpr

6. Recent historians stress a
Jacksonian reform zeal with
American mission (or Manif
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a contra-culture.

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related causes.

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IAL SCIENCES.

THE FINALITY OF
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historical data, attempts
oth the actor's inter-
a situation and their
lso the anticipated
ted consequences of such
e "real" situation of the

NCE EVEN WHEN IT CON-
DICES AND PRECONCEPTIONS.

C. Historians have often perceived the causative factors of the Civil War in terms of the values of their own age.

1 - 5. Note: There follow four common interpretations focussing upon slavery, economic rivalry, a psychological interpretation, a state's rights or constitutional issue, and a broader multiple-causation interpretation.

6. Recent historians stress a combination of Jacksonian reform zeal with the idea of American mission (or Manifest Destiny) as the chief cause of the war.

tent do you think they developed norms and values which differed from those in the North? Would the norms and values of all sub-cultures be in conflict with those of the larger culture? Can you think of any that might not be? (Discuss regionalism as a possible example of sub-cultures which might not be in conflict.) Why do you think some people think we should classify the South prior to the war as a contra-culture rather than as a sub-culture? (Make sure that students understand the difference in the two terms. Ask: Can you think of any examples of contra-cultures in America today?)

53. Same as 40 in Fraser and West, p. 441, with the addition of the following statement about the discussion:

in which each of the theories is tested against the data students have found and in which the class develops a generalization about the causes.

Offers alternative of 41 in Fraser and West, p. 441.

Rozwenc, ed., S
Cause of the Ci

Stampp, ed., Ca
War.

Leopold and Lin
lems in Am. His

For teacher's us
Americans Interp
War; Beale, Wha
Have Said About
the Civil War.

54. Same as 42 in Fraser and West, p. 441.

nk they developed norms and values which
hose in the North? Would the norms and
ub-cultures be in conflict with those of
ure? Can you think of any that might not
gionalism as a possible example of sub-
might not be in conflict.) Why do you
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g statement about the discussion:

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have found and in which the class de-
lization about the causes.

ive of 41 in Fraser and West, p. 441.

Rozwenc, ed., Slavery As A Cause of the Civil War.

Stampp, ed., Causes of the Civil War.

Leopold and Link, eds., Problems in Am. Hist., Problem 9.

For teacher's use, see Pressly, Americans Interpret Their Civil War; Beale, What Historians Have Said About the Causes of the Civil War.

raser and West, p. 441.

G. Periods of crisis sharply test political leadership and a constitutional form of government.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

G. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental social, economic, and political institutions.

G. Compromise is more likely to occur where there is a relative equality of power.

G. The leadership of any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.

G. Democracy is a complicated consent and consensus system in which consent may move from government to citizen as well as from citizen to government.

G. Periods of crisis sharply test political leadership and a constitutional form of government.

III. "Period of crisis sharply test poli
ship and a constitutional form of

A. From 1850 to 1860, new parties
came into existence in an attemp
leadership of the nation. This
failed to resolve the political
of war. The federal-state relati
mained unresolved.

1. The authority of the federal
which had been occasionally
since 1789, was challenged re
in the 1850's.

2. Two divergent views of the co
relationship between the cent
ment and the states developed

B. Note: Deals with Lincoln's effort
serve the Union through the use
executive powers, political weap
diplomatic actions.

of crisis sharply test
l leadership and a con-
nal form of government.

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n ideological perception
ssues, that is, where the
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as from citizen to government.

of crisis sharply test
al leadership and a con-
onal form of government.

III. "Period of crisis sharply test political leadership and a constitutional form of government."

A. From 1850 to 1860, new parties and new leaders came into existence in an attempt to assume leadership of the nation. This new leadership failed to resolve the political crisis short of war. The federal-state relationship remained unresolved.

1. The authority of the federal government, which had been occasionally challenged since 1789, was challenged repeatedly in the 1850's.

2. Two divergent views of the constitutional relationship between the central government and the states developed.

B. Note: Deals with Lincoln's efforts to preserve the Union through the use of broad executive powers, political weapons, and diplomatic actions.

55. Have pupils bring their chart on federal-state relationships and challenges to the authority of the federal government up to date.(See activity #30.) Discuss: Had challenges become more or less numerous during the 1850's? Why was compromise harder to achieve than before 1820? before 1850?

Review what pupils learned in the eighth grade political science course about factors affecting the ease of getting political compromises. Ask: Do you think this historical data supports these generalizations or not? (Analyze generalizations about compromise in relation to each of the generalizations listed under objectives about compromise.) Ask: Would these generalizations help explain why compromise became more difficult to achieve? Why or why not?

Review with the class the jobs confronting the leaders of any group. What functions do they need to perform? Why must leaders assume this role in a democracy? (Why can't the people do the job by themselves?) Why is the job of leaders made more difficult in times of serious conflict and crisis? How effective had the leaders been in trying to solve these conflicts during the period 1850 to 1860?

56. Same as 67 in Fraser and West, p. 443.

S. Interprets cartoons.

G. Periods of crisis sharply test political leadership and a constitutional form of government.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. Periods of crisis sharply test political leadership and a constitutional form of government.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. Periods of crisis sharply test political leadership and a constitutional form of government.

G. The leadership or any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.

57. Same as 68 in Fraser and West, p.443.

Wilson, Lincoln in Caricature.
Lorant, The Presidenc
A Pictorial History.

58. Same as 69 in Fraser and West, p. 443.

U.S. history textbook

Thomas, Abraham Linco

Hofstadter, Am. Polit
Tradition.
Donald, Lincoln Recon

59. Same as 70 in Fraser and West, p. 444.

U.S. history textbook

60. Same as 72 in Fraser and West, p. 444.

College history textb

Biographies of Linco
above, activity 60.)

Fraser and West, p.443.	Wilson, Lincoln in Caricature. Lorant, The Presidency, A Pictorial History.
Fraser and West, p. 443.	U.S. history textbooks. Thomas, Abraham Lincoln. Hofstadter, Am. Political Tradition. Donald, Lincoln Reconsidered.
n Fraser and West, p. 444.	U.S. history textbooks.
n Fraser and West, p. 444.	College history textbooks. Biographies of Lincoln. (See above, activity 60.)

G. The leadership or any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems at home.

G. Executive decisions are limited by many factors including permissibility.

G. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made; they thus influence those decisions.

C. The Southern Confederacy also had severe problems of political leadership as well as several tests to its Confederate Constitution.

1. Jefferson Davis was unable to centralize control of the war effort as Lincoln did because of the states' rights philosophy of the confederate states, the newness of the Confederate government, and Davis' own political inabilities.

2. While the seceding states rapidly produced a constitution modeled on the Union Constitution, the new government suffered from lack of precedents and tradition.

61. Same as 73 in Fraser and West, p. 444.

62. Have several pupils investigate the foreign problems which Lincoln faced during the war and the policies which he developed to try to meet them. They should be prepared to tell the class about them as they discuss the Confederate attempts to win foreign support in activity #63.

U.S. history textbooks.

63. Ask: What kinds of problems would the new Confederate government face? How easy would it be for a central government under Jefferson Davis to carry out plans needed for the war effort? Why? Have pupils read in various texts and other materials about the political problems facing the Confederacy and about the efforts to obtain help from abroad. Then discuss the problems facing the political leadership of the Confederacy.

U.S. history textbooks.

3. The new government's failure to obtain rapid international recognition weakened its ability to handle the war crisis.

G. Periods of crisis sharply test political leadership and a constitutional form of government.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. Periods of crisis sharply test political leadership and a constitutional form of government.

D. "The need for security during the... /fracticidal/ war brought a challenge to /traditional American/ civil liberties."

Note: This section includes points dealing with the suspension of the writ of habeas corpus and military trials in non-war areas, congressional investigating committee and a federal loyalty program, and loyalty oaths in both North and South

G. Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals.

64.	Same as 78 in Fraser and West, p. 444.	See suggestions for activity #58.
65.	"Have a group of students present a symposium on Northern opposition to the War." Discuss: If you had been Lincoln, what would you have done about this opposition?	Wood, The Hidden Civil War. Robertson, Golden Circle. Werstein, July, 1863.
66.	Same as 76 in Fraser and West, p. 444.	"Selected Readings on the Civil War and Reconstruction."

G. War has serious physical and psychological effects upon people in wartorn areas.

IV. "The federal government failed in its efforts to reconstruct the defeated South. In imposing abrupt changes in men's institutions, those in power did not consider the importance of cultural continuity."

A. Note: This section deals with the problems of restoring society and economy, including handling the newly freed slaves.

S. Checks on the bias and competency of sources of information.

G. War has serious physical and psychological effects upon people in wartorn areas.

G. War has serious physical and psychological effects upon people in wartorn areas.

S. Checks on the bias and competency of sources of information.

S. Looks for points of agreement and disagreement among sources of information.

67.	Have a student give a report on the federal government loyalty program and on loyalty oaths. (Or have all pupils read an account of the program.) Afterwards discuss their purpose, effectiveness, and effects upon civil liberties.	"Selected Readings on the Civil War and Reconstruction." Hyman, Era of the Oath.
68.	Same as 79 in Fraser and West, p. 444.	Filmstrip: Brady's War Between the States, Museum Extension Service. Trowbridge, Desolate South.
69.	Same as 83 in Fraser and West, pp. 444-445 except with the omission of its Schwrz accounts.	Taylor, Destruction and Reconstruction. Trowbridge, Desolate South.
70.	Same as 84 in Fraser and West, p. 445.	See above and also Miers, When the World Ended. Commager, ed., The Blue and the Gray.

G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, and a desire to exercise them.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. A person's frame of reference affects his perceptions and interpretations.

G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE. CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE

B. "Although the supremacy of the national government was established by the war, effective national leadership was not present in the postwar era."

1. Andrew Johnson, a War Democrat from Tennessee, was unable to rally public support behind his peace plans.

   a. On the issue of reconstruction, he alienated both the moderate and radical wings of the Union party, thus dissipating his only source of party strength.

71. Have the students read selections from McWhiney on slave reactions to freedom. Follow with this discussion: If Elkins' theory is correct about slavery, were the freedmen prepared to live in the dominent white middle class society? (Discuss problems such as work ethic, finance, family government, etc.)

    Also discuss: Suppose you had been a member of Congress at the end of the war. Do you think you would have felt any responsiblity for taking some action to help the ex-slaves? Why or why not?

    McWhiney, Reconstruction and the Freedman.

72. Suppose you had been a plantation owner at the end of the war. What alternatives would you have had for getting the work done on your land? What difficulties would you have faced besides the loss of your former labor supply?

73. Combines 80,81, and 82 in Fraser and West, p. 444.

    Franklin, Reconstruction After the Civil War.
    Weisberger, "Dark and Bloody Ground."
    Rozwenc, ed., Reconstructio in the South (Amherst booklet).
    Donald, Negro Freedman.
    Botkin, ed., Lay My Burden Down.
    Katz, Eyewitness.
    Dict. of Am. Biog.

LIGHT OF NEW EVIDENCE.

b. He failed to use patronage effectively to control and appease his party.

c. Note: This section deals with the Presidential-Congressional conflict and the attempted impeachment.

2. Note: This section deals with the failure of a two-party system to work effectively during the Reconstruction period.

G. The leadership of any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

S. Generalizes from data.

C. Congressional Reconstruction sought to bring Southern politics and society in line with the presumed Northern political and social achievements.

74. Hold a general discussion on the question: Why was Andrew Johnson unable to rally public and congressional support behind his plan for reconstruction? (This discussion may be based both upon the general readings by class members and on the specialized reading about Johnson and Congressional leaders which some of the pupils have done in biographies and in the Dictionary of American Biography.) Also discuss: What factors affected Johnson's decisions about reconstruction?	See biographies in bibliography. Dict. of Am. Biography.
75. Same as 90 in Fraser and West, p. 445.	Film: Johnson and Reconstruction, TFC., 33 min. Katz, Eyewitness, chs. 10-11
76. Same as 86 in Fraser and West, p. 445.	Textbooks.

1. Note: This section deals with the military occupation of the South.

2. New constitutions and governments, attempting to up-date Southern political life, were established.

   a. "The former slaves were made citizens and given the right to vote." Their votes were manipulated first by the Northerners, then by the Southerners.

G. Constitutions change by formal amendment and by changes in custom and tradition.

G. In political conflict there is a struggle over scarce values or goals, economic or non-economic; both sides attempt to use the authority of the political system to achieve their goals.

G. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.

G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, and a desire to exercise them.

77. Same as 89 in Fraser and West, p. 445.	U.S. history textbooks.
78. Same as 87 in Fraser and West, p. 445.	Botkin, ed., Lay My Burden Down. "Selected Readings on Civil War and Reconstruction."

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

S. Checks on the bias and competency of sources of information.

S. Looks for points of agreement and disagreement among sources of information.

S. When studying historical data, attempts to determine both the actors' interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.

S. Tests hypotheses against data.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE. CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING

b. The Republican reconstruction governments were white-dominated, though some freedmen held office.

c. Certain reforms, advocated and achieved by the North in the Jackson era, were passed such as tax-supported schools, revised tax schedules, abolition of debtors' prisons, etc.

d. The seemingly vast expenditures of these reconstruction governments were incurred in new legislative

79. Same as 88 in Fraser and West, p. 445.

Washington, Up From Slavery.

Katz, Eyewitness.

Botkin, Lay My Burden Down.

80. Have a group of students role-play a discussion among American historians about the reconstruction governments in the South. They should argue different interpretations of these governments. Afterwards, ask the class: Which interpretation seems to you to fit the facts the best? Make sure that pupils understand the present trend in interpretation.

Franklin, Reconstruction After the Civil War. For teacher use, see Weisberger, "Dark and Bloody Ground of Reconstruction Historiography."

DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

social reforms, in purchasing railroad bonds at the behest of Southern capitalists, and in paying the huge interest charged by Northern bankers to float bonds necessary to finance these expenditures.

S. Generalizes from data.

G. Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.

G. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

S. Generalizes from data.

D. "White Southerners reacted with bitterness to military reconstruction. They strove to restore their former patterns of life."

1. Note: This section deals with the means they used to try to regain dominance in society (secret organizations, voting restrictions, segregation).

81	Say: One of the charges against the reconstruction governments in the South was that they were corrupt. To what extent have you found evidence of corruption in these governments? Was the corruption in the South different in degree or in kind from the corruption in the North after the Civil War? (Draw upon what students have read about the reconstruction period. You may wish to have a pupil report on the political corruption in the North during this period. Or you could have all pupils turn to textbooks to do more reading on this topic.)	Textbooks. Nevins, Times of Trial, ch. 9
82.	"Have a student report on the role of the Ku Klux Klan during Reconstruction."	Katz, Eyewitness.
83.	"Have a student report on the disputed election of	College U.S. history textbooks.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Freedom's relationship to democracy is a close and obvious one; the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

G. A belief in democracy includes respect for the individual personality and individual freedom, equality, justice, rule by law, and constitutionalism.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

G. People try to work out rationalizations for their behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.

1876." Discuss: What were the methods used to win the election? How did the election affect Reconstruction?

84. Same as 93 in Fraser and West, p. 445.

85. Review what pupils learned in the eighth grade unit on political parties and elections about ways in which Negroes have been kept from voting in the South. Then have them read about other devices used or about those which they cannot remember. If pupils have not come through this earlier course, you may wish to use some of the readings and materials suggested in that unit to develop an understanding of the devices used to keep Negroes from exercising the vote which had been granted by the fifteenth amendment. Ask: How do these measures jibe with democratic beliefs? How did the Southern Whites justify these measures?

"Selected Readings on Political Parties and Elections (for 8th grade course).

G. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.

G. Constitutions change by formal amendment and by changes in custom and tradition.

G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

G. Even when a major reorganization of society takes place, not all of a culture is completely modified.

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.

A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

A. VALUES HUMAN DIGNITY.

A. EVALUATES PROPOSALS AND EVENTS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

86. Review what students remember from earlier courses about the development of segregation policies in the South after Reconstruction ended. Then do one of the following:

a. Spend some time having the class read various accounts of the development of segregation and different types of segregation in the South. They might read text accounts, primary source materials, non-text secondary accounts, etc. Then discuss: How did the segregation laws affect Negro "freedom?"

U.S. history textbooks.
Katz, Eyewitness.
Bennett, Confrontation, Black and White.

b. Give a brief lecture, based on C. Vann Woodward's Strange Career of Jim Crow to show the development of segregation in the South. Have the students discuss the vestiges of segregation which are still present in American society. Discuss: How could segregation affect the likelihood of change in the Negroes values and behavior? Why?

C. Vann Woodward, The Strange Career of Jim Crow.

S. Prepares graphs to organize and clarify data.

S. Draws inferences from graphs.

S. Sets up hypotheses.

G. The more industrialized and urbanized the society, the greater the mobility between classes.

G. Differences in population, resources, and industrial capacity are reflected in differences in national (or regional) power.

G. At any specific time, the total economic output is affected in part by the quantity and quality of capital goods and by the levels of technology.

S. Generalizes from data.

S. Uses pivotal dates to help organize time relationships among events.

G. Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.

2. Note: This section deals with atte
rebuild the economy. It includes a
cussion of the development of shar
and tenant farmer system, the deve
of transportation and industries
continued agrarian nature of the
until the twentieth century.

V. "There are no easy solutions to social p
Problems arising from the Civil War and
struction are still prevalent today."

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capacity are reflected
in national (or regional)

c time, the total
t is affected in part
y and quality of capi-
by the levels of

om data.

ates to help organize
hips among events.

nt of defeated peo-
arouse bitter and
gs.

2. Note: This section deals with attempts to rebuild the economy. It includes a discussion of the development of sharecropping and tenant farmer system, the development of transportation and industries, but the continued agrarian nature of the economy until the twentieth century.

V. "There are no easy solutions to social problems. Problems arising from the Civil War and Reconstruction are still prevalent today."

87. Same as 94 in Fraser and West, p. 445. Historical Statistics of the U.S.

88. Have pupils read text materials on changes in transportation and the development of industry in the South following the Civil War period. Ask: What was the comparative position of industry and agriculture at the beginning of the twentieth century? How would these changes affect the position of the Negro? How would they affect the power-position of the South within the country as a whole? Suggest that the class keep their hypotheses in mind as they study the next units. Textbooks.

Culminating Activities

89. Same as 95 in Fraser and West, p. 445.

90. Same as 96 in Fraser and West, pp. 445-446.

91. Same as 97 in Fraser and West, p. 446.

G. There are no easy solutions to social problems.

Note: This part is divided into three sections on the civil rights issue, the problems of sharecroppers and tenant farmers, and the effects of the one-party system which is just beginning to be challenged in many places.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to change.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

S. Generalizes from data.

S. Checks on the bias and competency of sources of information.

92. Same as 100 in Fraser and West, p. 446.

93. Same as 93 in Fraser and West, p. 445.

94. Same as 99 in Fraser and West, p. 446.

95. Same as 101 in Fraser and West, p. 446.

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[1]Key to reading level

** Very easy reading
* Easy reading
# Average reading
+ Above average reading
++ For only the best readers and the teacher

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